|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How We Organise Ourselves**  **Maps and Symmetry** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  ☑ Identifies symmetry in their environment.  ☑ Draws simple maps with references (Starting point-ending point) | | | | | | **Skills:** Observing | | | | | |
| **Materials:** Math books, sheets of paper, clipboard, pencil case. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 26 Mar 11-15** | | | | **Time: 45 min.** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the group in halves. Explain children what is expected to do related to these strands and achievement indicators and that we are going to give a grade according to their level of performance. | | | | | | | | | | | |
| **Main Activity:**  Symmetry: Use the chart planned before to register the objects in the environment that have symmetry (if you haven’t done it yet) and the homework, to have a clear idea of the understanding of the concept.  Maps: Children will choose a place in the section to get to and they have to draw the map using the paper and the clipboard, taking into account the starting point, some references and the ending point. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Ask children to write the starting and ending points and the references if possible, for a better understanding.  Share homework about symmetry with the group. | | | | | | | | | | | |